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ABSTRACT

This paper investigates the beliefs about language learning held by 53 first-month university students enrolled in Swahili compared to those of 113 students of French and Spanish. Based in part upon the research design and instrument of Elaine Horwitz (University of Texas-Austin), this paper isolates the results from a larger study of eight languages. The greatest number of students agreed that repeat and practice are important for foreign language learning; overall, there was 30 percent agreement on the statements between the 2 groups of students (Swahili versus French and Spanish). Swahili students reported strongest disagreement with "do not speak until correct," while the other group reported greatest disagreement on "to read in a foreign language, one must know all the words." Overall, statements indicated a more positive response from students of Swahili than from the other students. Findings identify the most strongly rated beliefs, the significant different beliefs for students of Swahili, and the underlying structure of beliefs, and they provide strong evidence that students of Swahili do hold unique beliefs concerning language learning. Actual result data is appended. (Contains 31 references.) (Author/NAV)

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STUDENTS OF "EASY" LANGUAGES, THEIR BELIEFS ABOUT LANGUAGE LEARNING

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Abstract

This paper investigates the beliefs about language learning held by first-month university students enrolled in Swahili compared to those of students of French and Spanish. Based in part upon the research design and instrument of Elaine Horwitz (University of Texas-Austin), this paper isolates the results from a larger study of eight languages. This research identifies the most strongly rated beliefs, the significant different beliefs for students of Swahili, and the underlying structure of beliefs. Findings of this study provide strong evidence that, in the case of this sample, students of Swahili do hold unique beliefs concerning language learning.

STUDENTS OF "EASY" LANGUAGES, THEIR BELIEFS ABOUT LANGUAGE LEARNING

Increasingly the demographics of the foreign language classroom in the United States portray a multicultural composition. This mix of students requires a syllabus that addresses the beliefs of students concerning the commonality of purpose, values, discourse, and course content. Since students' learning is filtered through their own subjectivity, their socialization, and their educated in their first language, understanding student beliefs about language learning may increase the efficiency of their learning a foreign language.

This study examines beliefs about language learning held by students enrolled in "easy" languages such as French, Spanish, and Swahili.[1] It identifies priorities in their general beliefs, describes effects such beliefs may have on foreign language learning, and suggests beliefs that promote Swahili acquisition. This study focuses on university students enrolled in first-year Swahili courses at three African Studies Centers (ASC). These ASCs are located at research universities that receive funding designated for teaching African languages under the Higher Education Act, Title VI.[2] The instrument for this survey research was expanded from Horwitz's (1988) *Beliefs About Language Learning Inventory* as the *Kuntz-Rifkin Instrument* (KRI). (See Appendix A)

This research addressed the following questions:

1. What are the strongly rated statements about foreign language learning for beginning students of Swahili and of the CTLs (French and Spanish)?
2. Which statement responses are significantly different for beginning students of Swahili and those of the CTLs?
3. What is the underlying belief structure for beginning students of Swahili and of the CTLs?

Beliefs and Language Acquisition

"Beliefs" are defined in this study as notions about language learning that adult students studying in the U.S. have acquired before receiving instruction. These preconceived beliefs may limit language acquisition and proficiency and thus may precondition student success or lack of success. Such beliefs highlight knowledge that students have about their own abilities to learn a foreign language and the procedures necessary to acquire fluency in a language. Some students may hold beliefs as a result of previous instruction or contact with speakers of the language while others may be novice learners but hold beliefs based on societal influence. Moreover, these beliefs may promote attitudes in students about the language or its culture.

Commonly Taught Languages

In the past, researchers (Campbell et al. 1993; Fox 1993; Horwitz 1987, 1988, 1990; Kern 1994; Mantle-Bromley 1995; Oxford

1993; Park 1995; Schulz and Haerle 1995; Truitt 1995; Tumposky 1991; Wenden 1987; Yang, 1992) identified beliefs about foreign language learning held by students of the commonly taught languages (CTL).[3] Their results suggest that such beliefs may be erroneous or even detrimental to learning (Horwitz 1988; Rubin 1987; Wenden 1987). Brecht and Walton (1995) claim that "adult learners come to many classroom situations with a significant lack of understanding about the nature of language, cross-cultural communication, communication management, and language learning." Moreover, they assert that adult students "lack just about everything that would be necessary for the ideal, competent adult learner outside the school setting" (p. 130). Therefore, identifying student beliefs may enable teachers to devise learning strategies that support or correct beliefs and improve student proficiency.

Often instructors and textbook authors make curriculum decisions on the assumption that they and their students share the same beliefs about foreign language learning. The author's preconceptions may inhibit teachers' receptivity to the needs and beliefs of increasing numbers and types of students (Lutz 1990; Yorio 1986). Ironically, although students are the targeted purchasers of the courses and textbooks, they are probably the least understood component in the design of foreign language programs and courses (Heilenman 1991). Instructors, authors, and administrators need a knowledge of student beliefs to address them in textbooks and classroom instruction. The present study

expands on the data collected from students of CTLs about general foreign language learning by comparing them with those from a LCTL.

Less Commonly Taught Languages

Additional research is needed to identify and analyze the beliefs held by students of LCTLs, particularly Swahili. Among indigenous African languages, Swahili is the most widely spoken language having 47 million speakers in six countries of East Africa. In the U.S. in 1990, it drew an enrollment of over 1200 students from more than 35 institutions.

Measurement of the suitability and effectiveness of foreign language instruction in a given time and structural framework presents several problems. Although university departments typically offer two years of instruction to meet a graduation requirement, this time allotment is rarely sufficient for students to acquire a level of proficiency necessary for government or other professional employment.

In addition to the instructional time constraint, Swahili programs have other limitations. Compared to French and Spanish, students of Swahili (like other LCTLs) may still require more hours of instruction to achieve minimum levels of performance which demonstrates sensitivity to a non-European culture (Brecht 1994, 1991; Jorden and Walton 1987; McGinnis 1994; Walker 1991). For Swahili, this contact-time situation is more an issue of teaching materials and teacher training than one of linguistic difficulty. Students of Swahili (LCTL) have few alternatives for

language learning--one teacher (often untrained), one class section, one text (audio-lingual method), irregularly offered levels, few authentic materials, and infrequent, expensive overseas language courses (Jorden, 1992; Rifkin, 1992).

Many instructors of Swahili at the ASCs state that their students do not hold homogeneous beliefs about foreign language learning (Kuntz 1993). Like other instructors of LCTLs, they assert that their students possess beliefs about foreign language learning different from those of CTL students (Brecht & Walton 1991; Walker 1991). The implication of such statements is that teachers of Swahili cannot successfully use the models and approaches developed by CTL instructors (McGinnis 1994). Thus, an understanding of student beliefs about foreign language learning is necessary to teach Swahili effectively and efficiently.

Method

A survey was designed to identify beliefs and underlying belief structures. In 1992, instructors of first-semester, first-year courses administered the KRI to their students at three Midwest universities. Sampling comprised LCTL students of Swahili (53) and CTL students of French and Spanish (113 combined). Although the individual language samples are comparable, the juxtaposing the LCTL with the CTL sample may be a limitation for this study of "easy" languages.

The KRI was based on the BALLI which Horwitz created for collecting data from students and teachers of the CTLs. In addition to six demographic statements, the KRI contained 47 statements designed in a Likert 5-scale, closed-ended format. This scale measures the strength of student agreement with each statement. For purposes of data analysis, a student choice is equated to numbers as follows:

(a) strongly agree	=	1
(b) agree	=	2
(c) neutral (neither agree nor disagree)	=	3
(d) disagree	=	4
(e) strongly disagree	=	5

Statistical analyses comprised both descriptive and inferential ones. The descriptive analyses (frequencies) matched the procedures done by Horwitz (1987, 1988, 1990) and colleagues for students of the CTLs (Kern 1994; Mantle-Bromley 1995; Tumposky 1991). In addition by using the analysis of variance (ANOVA), the author compared significant differences of responses for Swahili with those for the CTLs for each statement. In order to identify the underlying belief structure for this sample, factor analysis was performed. The five-factor results were compared with the five themes in Horwitz's research (1988). All data were analyzed for significance at alpha level of (α) = 0.05.

Results

The results demonstrated some differences between the students of Swahili and those of the CTLs. These difference included the reliability of the KRI for Swahili having a

coefficient of α = 0.81 (an acceptable percentage) and for the CTLs having a coefficient of α = 0.74 (slightly below the decision point).

Demographics

In addition, the demographics of the samples yielded differences. In terms of gender, no significant differences emerged. Male students were 42% for Swahili and 47% for the CTLs (45% = French and 50% = Spanish). However, age did show a significant difference. Students aged 18 to 22 years (typical undergraduates) were 64% for Swahili and 84% for the CTLs (88% = French and 81% Spanish). Students 26 years or older comprised 17% of the Swahili students and 9% of the CTL students (4% = French and 15% = Spanish). The variable "previous study of this language" showed significant differences as well. Despite Swahili being an LCTL, 17% of these first semester students had studied it previously as compared to 48% of the CTL students. Finally, the results for the variable "previous study of any foreign language" were significantly different. Students of Swahili reported that 93% had studied another language (most like French or Spanish) while CTL students reported 66% (63% = French and 69% = Spanish). It is possible that this study may be limited by differences in samples of students' age and previous language instruction.

Research Questions

The discussion of the results follow each research question and table.

1. *What are the most strongly rated statements about foreign language learning for beginning students of Swahili and the CTLs (French or Spanish)?*

To answer this question, the author has grouped the responses designated "strongly agree" and "agree" as "agreement" and those designated "strongly disagree" and "disagree" as "disagreement." The decision point for inclusion in the list of statements is a percentage greater than 50. The percentages are listed in descending order to determine the strength of commonality for each category (Table 1).[4]

Table 1 Consensus Statements* for Swahili and CTLs (French/Spanish) in 1992

Language Sample size	Swahili n=53	CTL N=113	French n=48	Spanish n=65
AGREEMENT				
17-It is important to repeat & practice	92%	99%	100%	99%
1-Children learn FL more easily than adults	86%	80%	79%	80%
40-I am interested in FL culture of people	78%	59%	65%	53%
3-Some FLs easier to learn than others	74%	89%	92%	88%
46-Plan to travel to country where FL spoken	74%	64%	67%	62%
11-Better to learn FL in country	73%	63%	60%	71%
34-Everyone can learn to speak FL	70%	78%	83%	75%
25-Learning FL differs from other subjects	69%	83%	88%	79%
13-Guessing is OK	69%	57%	55%	57%
21-Practice in language lab. necessary	62%	73%	71%	75%
6-I will learn FL very well	61%	54%		62%
10-It is easier to learn L3 if learned FL	54%	66%	60%	71%
39-FL will be helpful professionally	54%	60%	57%	63%
42-FL is required for graduation	52%	61%	52%	68%
***				
31-Learn FL to know its speakers better	70%		52%	
2-Some people born special ability FL	64%			
41-Interested in pol/econ systems of country	62%			
23-Speaking well will bring opportunities		63%	60%	66%
4-This FL is a medium difficult one		61%	60%	62%
47-Most important proficiency goal		55%		63%
7-Speak with excellent accent		54%	54%	52%
18-Feel self-conscious speaking FL		53%	52%	52%
19-Mistakes are hard to get rid of later			51%	58%

Language Sample size	Swahili n=53	CTL N=113	French n=48	Spanish n=65
	DISAGREEMENT			
9-Do not speak until correct	87%	82%	79%	85%
36-To listen in FL, must know all words	80%	82%	80%	87%
26-FL is translating from English	79%	71%	73%	70%
38-Distant ancestors who spoke this language	76%	80%	74%	85%
35-To read in FL, must know all words	72%	88%	89%	87%
43-FL is necessary for fellowship	64%	78%	76%	79%
29-People good in math/science not in FL	60%	63%	79%	
24-It is easier to speak than understand	52%	55%	54%	56%
***				
5-FL structured in same way as English	60%			
44-Friends and relatives speak FL	56%			
30-Americans think FL is important	59%		68%	
22-Women better FL learners than men		56%		53%
16-Learning FL is learning vocabulary		53%		53%

*Statements = keywords/phrases, not full sentences, abbreviated to fit chart

Agreement. In terms of strong agreement, students of both groups reported agreement for 14 statements (30%). Moreover, these students rated statement (17) "It is important to repeat and practice" as the most important one. Students from either the CTLs or Swahili indicated nine addition statements received a consensus response.

Disagreement. Students of both groups disagreed with eight statements. However, the most disagreeable statement varied by language. The students of Swahili reported strongest disagreement with statement (9) "Do not speak until correct" while students of the CTLs reported their strongest disagreement with statement (35) "To read in a FL, one must know all words." Five additional statements received a consensus rating from either the students of Swahili or the CTLs.

The responses from 12 statements were ambiguous. Four statements received a consensus for "neutral, neither agree/disagree." Eight statements received no consensus rating and thus were not included in the results. (Appendix B - Non-Consensus Results) These statements concerning issues of learning ability and process may require classroom discussion appropriate to the student population.

2. *Which statement responses are significantly different for beginning students of Swahili and those of the CTLs?*

Results from the ANOVA show significant differences in mean responses for 19 statements (40%) between students of Swahili and those of the CTLs (Table 2).

Table 2 Significant Differences of Responses for CTLs and Swahili

Groups	CTL	LCTL
Languages	FS	Swahili
Sample Size	N=113	N=53
	Mean	
	(--)	(++)
2-Some people born with special FL ability	2.77	2.30
4-This FL is difficult to learn	2.86	2.57
12-Would speak FL to native speaker	3.29	2.62
16-Learning a FL is learning vocabulary	3.36	3.00
21-Practice in the lang. lab. is necessary	2.10	3.04
31-Learning a FL to know its speakers better	2.61	2.16
35-To read in FL, must know all words	3.96	3.72
40-Interested in the culture of FL people	2.48	1.98
41-Interested in econ./pol. of FL country	2.98	2.38
43-This FL is necessary for fellowship	4.03	3.60
45-Quality of instruction is excellent	2.87	2.44
	(++)	(--)
3-Some FLs are easier to learn than others	1.76	2.04
5-FL structured in same way as English	3.24	3.60
10-It is easier to learn L3 if learned FL	2.29	2.67
19-Mistakes are hard to rid later	2.75	3.19
23-Speaking well will bring opportunities	2.32	2.67
27-Speaking well will get a good job	2.77	3.20
37-Easier to read/understand; speak/write	2.74	3.22
47-Important goal (informal/formal speech)	2.62	3.23

$p < 0.05$ ANOVA (1= Strongly agree...5=Strongly disagree)
FS = French, Spanish

Statements indicated a more positive response from students of Swahili than from students of CTLs.[5] Several of these statements responded to by students of Swahili showed an interest in the culture and people of Swahili. The more negative responses suggested that students of Swahili were concerned with future employment opportunities and the language learning process.

3. *What is the underlying belief structure of beginning students of Swahili and of the CTLs?*

To determine the areas of commonality among statements, factor analysis revealed overlapping beliefs. The factor analyses indicates that there was a different set of factors (groups of correlated statements) and within each factor a different composition of statements for students of Swahili and for those of the CTLs. In addition, these results generated by students do not match the five themes created by teachers of CTLs in Horwitz's research (1988): difficulty of language learning, foreign language aptitude, nature of language learning, learning and communication strategies, and motivations and expectation. When labels are assigned to each factor to describe the commonality of statements, the underlying structure illustrates the differences (Table 3).

Table 3 Factor Labels by CTLs and Swahili (loadings > .500)

CTLs	Swahili
Future Applications of FL	Opportunities for using FL
Interest in People/Culture of FL	Traits Easing FL Learning
FL Aptitude	Skills of FL Learning
External Motivations	Foreign Language Aptitude
Learning Strategies	Strategies for FL Learning

Discussion

The results from students of the "easy" languages yield three groups of statements. Students concur with 24 statements, they differ with 15 statements, and they show mixed responses for seven statements. Moreover, statements having common responses and no significant differences and those having different

responses and significant differences are critical for this study.

Common Responses

The common-response results may suggests beliefs that students hold in common. These beliefs may be the ones that instructors and administrators of Swahili could address in collaboration with colleagues of the CTLs. Both groups of students concur on 16 statements (34%) with no significant difference. Current language acquisition research and other studies (Fox, 1993; Horwitz, 1988; Kern, 1995; Tumposky, 1991) corroborate most of the findings. However, in the case of statements (1) "It is easier for children than adults to learn a FL," scholars are still debating this issue.

By collaborating with scholars, teachers, and publishers of the CTLs concerning curriculum and instructional strategies that address these statements, instructors of Swahili may reduce the amount of time necessary to create some lessons, develop programs, and train teachers. Since most of the ASCs offer college methodology courses for new teaching assistants (Kuntz and Lessick-Xiao 1995) and instructors, some of these common beliefs can be addressed at pre-employment workshop or during semester courses. Moreover, these instructors may consider designing action research with their counterparts of the CTLs to test variations in materials or learning strategies with students concerning the following statements:

AGREEMENT

1. It is easier for children than adults to learn a FL;
6. I believe that I will ultimately learn to speak this language very well;
11. It is better to learn a FL in the foreign country;
13. It's okay to guess if you don't know a word in the FL;
17. It is important to repeat and practice;
25. Learning a FL is different from learning other school subjects;
34. Everyone can learn to speak FL;
39. It will be helpful to me professionally;
42. I need to fulfill a FL requirement for graduation;
46. I plan to travel to a country where this language is spoken;

DISAGREEMENT

9. You shouldn't say anything in the FL until you can say it correctly;
24. It is easier to speak than understand a FL;
26. Learning a FL is mostly a matter of translating from English;
29. People who are good in math and science are not good at learning FLs;
36. In order to listen to something in a FL, you have to know all words; and
38. I have distant ancestors who spoke this language.

In this survey, students report the highest percentage of agreement for statement (17) "It is important to repeat and practice" as do other adult of the CTLs (Fox 1993; Horwitz 1988; Kern 1995; Tumposky 1991; Yang 1992).[6] Students seem to recognize that "time on task" is critical for learning and thus rate it most positively. In fact, some students may become uncomfortable if their instructor does not create a variety of drills for in-class practice. The high level of agreement for this belief may suggest the need for instructors to continue to use (or reuse) strategies from the audio-lingual method that concentrated on oral repetition, pattern practices, and extensive drilling.

One strategy used to reduce the impression of language difficulty is guessing. These students like those other CTLs (Kern 1995; Truitt 1995; Tumposky 1991; Yang 1992) agreed with statement (13) "It's okay to guess if you don't now a word in the FL." Teachers can help students make "educated" guesses by encouraging students to guess words and context of text and then ask them to explain their rational (think-aloud protocol) to help other students understand the cognitive process.

Students regardless of age or nationality agree with statement (25) "Learning a FL is different from learning other school subjects" concerning the subject foreign language. This consensus may, in part, explain why some students become frustrated when they do not experience quick or easy acquisition of a foreign language. Students accustomed to class lectures or general discussion may find that oral participation, pair work, daily homework, and weekly quizzes require a different set of learning strategies and self-discipline not necessary for other subjects.

Despite different learning strategies and classroom demands, these students, like those of other studies (Fox 1993; Horwitz 1988; Kern 1995; Mantle-Bromley 1995; Tumposky 1991), agree with statement (34) "Everyone can learn to speak a FL." In general this result supports many current high school and university (letters and science) foreign language recommendation/requirement that every student should study and be exposed to a foreign language for at least two years of

instruction. However, scholars continue to debate the preferred age for beginning a language.

Another statement generating agreement in this study is (11) "It is better to learn the FL in the FL country." Recent research (Jorden 1992) concerning study-abroad programs reports mixed results concerning faster language acquisition. This belief apparently exists despite evidence from U.S. research of students' study overseas has shown that in-country study is not necessarily beneficial or even better than study in the U.S.[7] Scholars suggest that overseas study (immersion) may be preferable to U.S. instruction (isolated) for advanced students, particularly in the case of students of the LCTLs. Over 15 programs are available for students of Swahili to study or work in countries where Swahili is a national language.

Several statements show disagreement for the application of language skills. Students often feel frustrated in their language courses because they do not know all the vocabulary--(36) "In order to listen to something in a FL, one must know all the words" or do not pronounce each word with a standard accent--(9) "You shouldn't say anything in the FL until you can say it correctly." Recently, teachers have developed strategies for learning skills such as reading, listening, and speaking. Often these strategies do not require students to memorize lists of vocabulary or to depend on dictionaries or glosses.

Although the public may think that students study a language to learn about their ancestors, these students indicate that

heritage or (family linkages) is not a motivating factors as seen in (38) "I have distant ancestors who spoke this language." From anecdotal evidence, most students study a language based on the time of day the first-semester class is offered or future employment prerequisites and not for reasons of ancestry. At Wisconsin less than 10% of the students of Swahili may do so as an expression of African heritage.

Although students of Swahili and of the CTLs show a consensus for 24 statements (51%), this result is not sufficient for teachers of Swahili to adopt all teaching techniques from colleagues of the CTLs.

Uncommon Responses

The uncommon-response results most likely will require the expertise of scholars of Swahili to improve or change their students' beliefs. The degree of difference between groups concerning beliefs is evident when the statement are compared with those generating significant different results. In this case, collaboration with counterparts of the CTLs may not be useful. Among the 16 statements rated differently, results from students of Swahili yield the following four strongly ranked statements that are also significantly different from those students of the CTLs:

AGREEMENT

2. Some people are born a special ability to learn a FL;
31. I would like to learn this language so that I can get to know its speakers better;
41. I am interested in the political and/or economic systems of country where this language is spoken; and

DISAGREEMENT

5. The language I am trying to learn is structured in same way as English.

To illustrate a stronger concern for people and culture even while studying a LCTL, students of Swahili agree with two statements: (31) "I would like to learn this language so that I can get to now its speakers better" and (41) "I am interested in the politics and/or economic systems of the country where this language is spoken."

Teachers of Swahili might support on-campus activities to supplement their instruction. For instance, at most ASCs, faculty hold a weekly colloquium. When topics are presented related to a target language country, students could attend these seminars and then summarize the ideas of the lecture in the target language. In addition, ASCs staff typically maintain a list of African students and faculty on campus. Teachers or students can arrange for these scholars to visit a class or be interviewed. Presently among African languages, only Swahili has an Internet mail service where students can read and write messages about travel, culture, or employment in Swahili (Kuntz 1995).

Students of Swahili agree significantly more strongly than do students of the CTLs that (2) "Some people are born with a special FL ability." This difference may be an issue of time and money; a great deal of time may be required to gain a proficiency level adequate for the limited employment in the U.S. or overseas. Since fewer resources are available for students of

Swahili than for students of the CTLs at most university language laboratories, students of Swahili indicate a lower rate of agreement for (21) "It is important to practice in the language laboratory."

The students of Swahili significantly disagree with students of the CTLs for statement (5) "The language I am trying to learn is structured in the same way as English." This difference suggests awareness of the different linguistic families. Because the structure of Swahili does differ from English, students may have a great need to understand these grammatical differences and thus require new terminology to identify structures for making comparisons.

Two additional statements concerning language production require mentioning: (19) "If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on" and (37) "It is easier to read and understand in this language than it is to speak and write in it." Although neither the students of the CTLs nor Swahili indicate a consensus for statement (19), their responses are significantly different. These students of Swahili are more optimistic about correcting mistakes at a future time. A contributing difference in this response may be that Swahili, unlike French and Spanish, is still in the process of being standardized. Consequently, East African linguists may change grammar rules and spelling of vocabulary.[8] Consequently, teachers of Swahili may tolerate more "errors" or dialectical variations than their counterparts might tolerate for the CTLs--

these languages have long-established academies of scholars that maintain a standard form.

The second statement (37) focuses on the perceived ease of receptive skills and productive ones. In contrast to the students of the CTLs, students of Swahili indicate a significantly different response that supports productive skills. To provide additional recursive training, students now may use "walkmen" or interactive, electronic mail services to practice skills in the target language. Students can listen to passages and read texts via computers outside of class.

The different responses place a major responsibility on those who administer programs, train teachers, and produce materials. They should not only know that important differences exist but also identify specific differences for Swahili and adjust programs to accommodate these differences.

Conclusions

Student beliefs can be identified, classified, measured, and evaluated leading to instructional and administrative decisions. A knowledge of student beliefs makes it possible for teachers to create a mode of instruction in which students' needs and goals are satisfied. Although scholars classify Swahili along with French and Spanish as "easy" languages, the students of Swahili respond differently to statements of beliefs from those of the CTLs. Swahili acquisition may now be understood in terms of the beliefs that students have for their lessons, their control over

the curriculum, their sense of progress within their class, the concern and understanding for individual worth and personal problems. Thus, teachers must consider all students in curriculum content, teaching methods, and assessment goals (Kuntz 1993). With a joint effort by students, teachers, publishers, and administrators, institutions can improve teaching effectiveness so that students of Swahili like those of the other "easy" languages can attain an advanced level of understanding and proficiency.

NOTES

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1. Scholars at U.S. government agencies (Defense Language Institute and Foreign Service Institute) classify Swahili as one of the "least" difficult languages along with French and Spanish. (See: Liskin-Gasparro, Judith E. 1982. *ETS Oral Proficiency Testing Manual*. Princeton, NJ: Educational Testing Service.)

2. Reauthorizations, reenactments, amendments of the National Defense Education Act (1958) began in the Higher Education Act of 1965 PL 85-864 and continues through the Higher Education Act 1992 PL 102-325. Legislation is described in U.S. Code 20, Chapter 28 International Programs §1122-25 and §30001-6.

3. Those languages taught most often in the U.S. are Spanish, French, and German. English (both as a second languages [ESL] and foreign language [EFL]) is frequently included in this category as is Latin.

4. The numbers to the left of the statements represent the number assigned to each statement on the BALLI (1-34) and the KRI (35-47). These statements are written in an abbreviated form using keywords in order to fit the statement and data on each chart. The full and complete text of each statement in numerical order is in Appendix A as part of the instrument.

5. Six additional statements were significantly different by the ANOVA measure. This results may be influenced by the discrepancy in sample size between the CTLs and Swahili.

6. Form 1 students of French/Spanish in St. Lucia also rated statement (17) the highest (97%).

7. The Research Perspectives in Adult Language Learning and Acquisition '95 held a meeting to discuss "Study Abroad: Research on Learning Language and Culture in Context" (10-11 November 1995 at Ohio State University).

8. For discussion of language policy concerning the instruction and use of Swahili in Kenya, Tanzania, Rwanda, and Zaire, see: Rubagumya, C.M. (Ed.). (1994). *Teaching and researching language in African classrooms*. Philadelphia, PA: Multilingual Matters. Roy-Campbell, Z.M. (1992). *Power or pedagogy: Choosing the medium of*

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Appendix A

BELIEFS ABOUT FOREIGN LANGUAGE LEARNING
(KRI)

(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree

1. It is easier for children than adults to learn a foreign language.

S =	57	29	10	2	2
C =	41	38	13	6	1

2. Some people are born with a special ability which helps them learn a foreign language.

S =	19	45	25	9	2
C =	12	31	33	17	7

3. Some languages are easier to learn than others.

S =	36	38	17	6	4
C =	37	53	9	2	0

4. The language I am trying to learn is:

	Very Diff	Difficult	Neutral	Easy	Very Easy
S =	9	36	45	8	2
C =	5	19	61	15	0

5. The language I am trying to learn is structured in the same way as English.

S =	0	13	26	47	13
C =	3	15	41	38	4

6. I believe that I will ultimately learn to speak this language very well.

S =	15	51	23	11	0
C =	11	43	33	13	1

7. It is important to speak a foreign language with an excellent accent.

S =	15	25	35	19	6
C =	9	45	29	17	1

8. It is necessary to know the foreign culture in order to speak the foreign language.

S =	15	35	31	17	2
C =	12	37	25	25	2

9. You should not say anything in the foreign language until you can say it correctly.

S =	0	4	10	52	35
C =	3	5	11	58	24

10. It is easier for someone who already speaks a foreign language to learn another one.

S =	10	44	25	12	10
C =	15	51	23	11	0

11. It is better to learn a foreign language in the foreign country.

S =	39	35	23	2	2
C =	19	45	26	11	0

12. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.

S =	6	39	46	8	2
C =	5	15	38	32	11

13. It is okay to guess if you do not know a word in the foreign language.

S =	25	44	12	14	6
C =	7	50	18	25	1

14. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?

	< yr	1-2 yrs	3-5 yrs	5-10 yrs	Not possible
S =	12	18	43	10	18
C =	7	31	46	10	6

15. I have a foreign language aptitude.

S =	15	33	37	12	4
C =	8	30	46	12	4

16. Learning a foreign language mostly a matter of learning many new vocabulary words.

S =	6	29	29	33	4
C =	1	23	23	45	8

17.	It is important to repeat and practice often.				
	S = 58	35	4	4	0
	C = 69	30	1	0	0
18.	I feel self-conscious speaking the foreign language in front of other people.				
	S = 14	31	29	21	6
	C = 9	44	22	19	6
19.	If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.				
	S = 6	21	31	33	10
	C = 18	32	12	32	5
20.	Learning a foreign language is mostly a matter of learning a many of grammar rules.				
	S = 6	23	21	46	4
	C = 2	29	35	30	5
21.	It is important to practice in the language laboratory.				
	S = 12	50	21	12	6
	C = 20	53	24	3	0
22.	Women are better than men at learning foreign languages.				
	A = 0	4	53	26	18
	C = 1	4	40	38	18
23.	If I speak this language very well, I will have many opportunities to use it.				
	S = 12	33	35	19	2
	C = 25	39	20	14	4
24.	If is easier to speak than understand a foreign language.				
	S = 8	19	21	44	8
	C = 5	23	16	38	17
25.	Learning a foreign language is different from learning other school subjects.				
	S = 27	42	19	10	2
	C = 24	59	10	6	1
26.	Learning a foreign language is mostly a matter of translating from English.				
	S = 6	4	12	54	25
	C = 1	10	18	51	20
27.	If I learn to speak this language very well it will help me get a good job.				
	S = 4	16	44	28	8
	C = 11	28	37	20	4
28.	It is easier to read and write this language than to speak and understand it.				
	S = 14	22	42	18	4
	C = 8	32	31	25	5
29.	People who are good at math and science are not good at learning foreign languages.				
	S = 4	4	32	40	20
	C = 3	1	33	49	14
30.	"Americans" think that it is important to speak a foreign language.				
	S = 0	14	28	40	18
	C = 2	22	18	41	18
31.	I would like to learn this language so that I can get to know its speakers better.				
	S = 26	44	20	8	2
	C = 9	38	39	14	1
32.	People who speak more than one language well are very intelligent.				
	S = 10	22	52	12	4
	C = 1	31	54	12	2
33.	"Americans" are good at learning foreign languages.				
	S = 2	2	58	26	12
	C = 1	5	61	26	8
34.	Everyone can learn to speak a foreign language.				
	S = 20	50	22	6	2
	C = 23	56	11	9	2
35.	In order to read something in a foreign language, you have to know all the words.				
	S = 4	8	16	56	16
	C = 1	6	6	72	16

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36. In order to listen to something in a foreign language, you have to know all the words.

S =	2	8	10	64	16
C =	0	9	9	68	14

37. It is easier to read and understand (listen) in this language than it is to speak and write in it.

S =	8	14	33	36	8
C =	9	30	41	17	3

I am interested in studying this language....

38. because I have distant ancestors who spoke this language.

S =	2	14	8	34	42
C =	1	9	11	43	37

39. because it will be helpful to me professionally.

S =	14	40	22	12	12
C =	20	40	19	14	7

40. because I am interested in the culture of the people(s) who speak this language.

S =	32	46	16	4	2
C =	16	43	23	16	3

41. because I am interested in the politics and/or economics of the country (countries) where this language is spoken.

S =	22	40	20	14	4
C =	9	29	29	23	11

42. because I need to fulfill a foreign language requirement for graduation.

S =	26	26	6	22	22
C =	33	28	7	16	16

43. to qualify for a fellowship or some kind of funding for my education.

S =	8	16	12	36	28
C =	0	11	12	42	36

44. because I have friends or relatives who speak it.

S =	6	26	12	30	26
C =	9	26	16	32	17

45. because the quality of instruction in this language is excellent.

S =	20	26	48	2	4
C =	4	24	56	14	2

46. because I plan to travel to a country where this language is spoken.

S =	48	26	16	6	4
C =	33	31	20	11	5

47. My most important goal in studying this language is to develop the ability to:

	read/write	easy	formal	superior	native
S =	7	22	24	28	20
C =	8	47	26	13	6

S = Swahili (N=53, 3 African Studies Centers, 1992/3)
C = CTLs (N=113, French and Spanish at the University of Wisconsin, 1992)

Appendix - B

Non-Consensus Results

Students of the CTLs and Swahili indicated eight statements not receiving highly rated responses. These statements may be ones that are critical for teachers to address during the first day of class. They could also provide a focus for classroom activities and educators to develop curricula or textbooks:

8. It is necessary to know the foreign culture in order to speak the FL;

12. If I heard someone speaking the language I am trying to learning, I would go up to them so that I could practice speaking the language;

14. If someone spent one hour a day learning a language, how long would it take to become fluent;

15. I have a FL aptitude;

20. Learning a FL is mostly a matter of learning a lot of grammar rules;

27. If I learn to speak this language very well, it will help me get a good job;

28. It is easier to read and write this language than to speak and understand it; and

37. It is easier to read and understand in this language than it is to speak and write in it.

Consensus Statements for the Neutral Response

Language Sample size	Swahili n=53	CTL N=113	French n=48	Spanish n=65
NEUTRAL				
33-Americans are good language learners	58%	61%	70%	55%
32-People who speak FL are very intelligent	52%	54%	52%	52%
***				
22-Women better FL learners than men	56%			
45-Quality of instruction is excellent		56%	57%	56%

Bold = response significantly different for Swahili/CTLs by ANOVA and Kruskal-Wallis

Appendix C

Factors 1-5 for Enrollment Groups, Loadings > |.400|

	CTL F1-5 FS WI-92		LCTL F1-5 Swahili 92/3	
Factor 1	31*	.795	46*	.823
	40*	.590	40*	.799
	11	.518	**23**	**.628**
	41*	.517	31*	.626
	46*	.515	41*	.509
Factor 2	27	.868	2	.820
	39	.825	1	.639
	23	**.717**	3	.620
Factor 3	36	.850	24	.840
	35	**.847**	**16**	**.816**
	19	.522	14	.486
	30	.484		
Factor 4	**43**	**.751**	29	.776
	38	**.747**	37	.698
	45	.447	32	.520
Factor 5	20	.800	**38**	**.587**
	16	**.618**	26*	.520
	18	.490		
	26*	.463		

* = statement same factor **Bold** = statement crosses factors